NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are **_not_** identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: PHILLIPSBURG	School: Early Childhood Learning Center
Chief School Administrator: GEORGE CHANDO	Address: 459 Center Street Phillipsburg, NJ 08865
Chief School Administrator's E-mail: chando.george@pburgsd.net	Grade Levels: Kindergarten
Title I Contact: Margie Markus	Principal: Amy Russo-Farina
Title I Contact E-mail: markus.margie@pburgsd.net	Principal's E-mail: russo-farina.amy@pburgsd.net
Title I Contact Phone Number: 908-213-	Principal's Phone Number: 908-213-2587

Principal's Certification

The following certification must be made by the principal of the school. Note: Signatures must be kept on file at the school.

X I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of Schoolwide Plan. I have been an active member of the planning committee and provided input to the school needs assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

_____Amy Russo-Farina_____   _____*Amy Russo Farina*_____   _____6/1/15_____

Principal's Name   **Principal's Signature**   **Date**

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

Critical Overview Elements

- The School had _____3_____ (number) of stakeholder engagement meetings.

- State/local funds to support the school were $2,338,967, which comprised 96.21% of the school's budget in 2014-2015.

- State/local funds to support the school will be $ 2,410,253 , which will comprise 95.36% of the school's budget in 2015-2016.

- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost

ESEA §1114(b)(2)(B)(ii): *"The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"*

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note**: A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

Add lines as necessary.

Name	Stakeholder Group	Participated in Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Amy Russo-Farina	School Administrator	x	x	x	
Jason Kupcha	School Administrator		x	x	
Whitney Lance	Teacher	x	x	x	
Kathleen Hoyt	Teacher	x	x		
Virginia Sacchi	Teacher	x	x	x	
Douglas Hall	Parent		x	x	
Joann Bonnvillle	Literacy Director		x		
Margie Markus	Title I Coordinator		x		

Stakeholder/Schoolwide Committee Meetings

Purpose:
The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
5/19/15	ECLC	Comprehensive Needs Assessment	x		x	
5/19/15	ECLC	Schoolwide Plan Development	x		x	
5/28/15	ECLC	Program Evaluation	x		x	

*Add rows as necessary.

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:
- What is our purpose here?
- What are our expectations for students?
- What are the responsibilities of the adults who work here?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	The Phillipsburg School District, a proud and diverse learning community with a strong sense of tradition, ensures all students are afforded a safe, nurturing, and secure environment, while providing them with opportunities to be engaged in a rigorous and enriching program of study designed to prepare them for college and career. Mastery of the New Jersey Core Curriculum and Common Core State Standards empowers our graduates to become effective, lifelong learners and contributing members of their communities, representing the ideals of the Stateliner family. In the Phillipsburg School District, we believe that… ❖ Each member of the school community is entitled to a safe, caring, learning environment. ❖ Every person is unique, important, and deserving of respect, understanding, and appreciation. ❖ Education is the shared responsibility of the student, school, home, and community. ❖ School success occurs when self-esteem is fostered and challenging work is meaningful. ❖ Daily attendance and participation maximize student achievement. ❖ Technological resources empower all stakeholders to succeed in an ever-changing society. ❖ Quality professional development drives innovation and continuous improvement within the school system. ❖ An engaging curriculum prepares students to become lifelong learners and contributing members of society. ❖ Membership in extra-curricular activities and athletics contributes to students' overall well-being. ❖ Multiple assessment strategies guide instruction and advance learning.

PSD students ▮ ▮ Prepared | Self-Confident | Distinguished

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;(2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and(3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *
(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned?

   Yes, at the Early Childhood Learning Center, in Kindergarten, the following Core Literacy Program components were implemented during the 2014-2015 school year: Balanced Literacy through Making Meaning, Being a Writer/Kidwriting, Fundations, Easy Tech, and Waterford Early Learning. STAR Early Literacy is the Universal Screening Assessment used in Kindergarten. The following Response to Intervention (RTI) components were implemented during the 2014-2015 school year: Scott Foresman My Sidewalks Reading Intervention, Fountas & Pinnell Leveled Literacy Intervention System, Handwriting without Tears, and Orton-Gillingham, based on individual student needs.

   Yes, at the Early Childhood Learning Center, in kindergarten, the following Core Math Program components were implemented during the 2014-2015 school year: EnVision Math Program and Guided Math. The following RTI components were implemented during the 2014-2015 school year: EnVision Math Diagnostic Intervention System based on individual student needs. Level-based math centers were implemented to meet individual student needs.

2. What were the strengths of the implementation process?

   One of the strengths of the implementation process was the ability of the administrative and instructional staff to continually evolve to meet the diverse needs of the students. This was due in part to the capacity to communicate in ways that facilitated discussion and open collaboration among all stakeholders both internally and externally. The multiple needs assessments provided accurate information that was shared with staff via one-on-one conferencing with the building administrator, small group discussions with the Curriculum Directors and Literacy staff and self-reflection opportunities. These collaborative experiences explored methods to access, record and analyze information to better inform curricular decisions. This procedure allowed consistency both in terms of

the learning experience as well as developed a more efficient administrative practice which contributed overall to the strength of the implementation process.

In addition, the programs listed above were researched and chosen by teams of teachers, administrators, and parents. Professional development was provided to implement these programs. On-going and sustained professional development was provided for the STAR assessments. One Title I teacher has had 30 hours of comprehensive Orton-Gillingham training. Data is analyzed during collaboration meetings for literacy and math, as well as during monthly grade-level PLC meetings. This ongoing review of data is used to identify students in need of intervention. Time for RTI is built into the school's daily schedule.

3. What implementation challenges and barriers did the school encounter?

The challenges to implementation were the limited staff resources to adequately meet each student's needs, the number of high-risk students within each classroom, and time limitations. The addition of a fifth Title I teacher in late October helped to aid in implementation, but the need for services is critical from the first day of school.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

Strengths: Student needs were identified and addressed more efficiently with appropriate use of screening, interventions, and progress monitoring. Interventions were provided within the classroom through Title I support based on individual student literacy data. Flexible groupings at all grade levels and subject areas were based on student data and analyzed at monthly PLC meetings.

Weaknesses: The ratio of high risk students to staff, as well as limited resources, makes it difficult to meet students' needs. Unusually large class sizes this year contributed to this issue, resulting in larger groups during flexible group activities. The addition of a fifth Title I teacher in late October helped to aid in implementation, but the need for services is critical from the first day of school.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

The programs listed above were researched and chosen by teams of teachers, administrators, and parents. Ongoing and sustained Professional Development was provided during the implementation year. Collaboration meetings and monthly grade-level PLCs provided time to analyze data and identify individual student strengths and weaknesses in order to implement core components

and RTI as needed for Literacy and Math. Implementation of the STAR data system enabled all stakeholders to track student progress efficiently in order to make instructional decisions.

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?

The staff perceptions were positive because more student support was provided within the regular classroom setting as opposed to being delivered as a pull-out program. This change allowed for all students to benefit from the expertise of the Title I staff and helped to build positive classroom communities. Data was also utilized more effectively to inform lesson planning, instruction, and interventions. As a result, behavior issues were minimized despite the larger class sizes as supported by reduced office and SHARP referrals.

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

The community (parents) perceptions were positive based on their feedback during the Title I breakfast in October as well as during the Winter Family Literacy and Family Science Literacy nights held throughout the school year. In addition, parents agree to RTI instruction prior to their child receiving services. At parent meetings, progress is reported to parents. Parents also participated in the Title I Parent Survey.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)

In all classrooms, instruction is determined by the lesson goals/objectives and the instructional needs of the students. Delivery of the Common Core State Standards for Literacy are in a large group lesson, small group guided lesson, or individually. RTI programs are delivered individually or in small groups. Title I support within each classroom is delivered either individually or in small groups. Title I interventions are also provided during dedicated RTI sessions.

Delivery of the Core Components of Mathematics are in in a large group lesson, small group guided lesson, or individually. Interventions are delivered in a pre-teaching or re-teaching lesson. These interventions are conducted in small groups or individually in the classroom.

9. How did the school structure the interventions?

Depending upon the needs of the students and the programs, interventions are implemented within the classroom setting either individually or in small groups.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

10. How frequently did students receive instructional interventions?

   Students received instructional interventions as determined by analysis of data and the RTI model on a weekly and/or daily basis.

11. What technologies did the school use to support the program?

   The technologies used to support the program include the following: STAR Early Literacy, EasyTech, enVision Math, Waterford Early Literacy, Epson/Promethean Interactive White Boards, listening centers, classroom computers, iPads, and computer labs.

12. Did the technology contribute to the success of the program, and if so, how?

   Yes, the implementation of STAR Early Literacy as our universal screening allowed for more timely and efficient screening and progress monitoring of students in literacy. The result was increased time for Title I teachers to provide support and intervention within the classroom to at risk students. The technologies gave the teachers the ability to fully implement programs and the Common Core State Standards in both Literacy and Mathematics. Use of technology also enhances the core instructional programs by making lessons interactive and increasing student engagement.

*Provide a separate response for each question.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance
State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency.
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency.
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance
Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency.
Pre-Kindergarten				
Kindergarten	F&P LLI Assessment 102 (49%)	STAR Early Literacy Assessment	Fountas & Pinnell LLI System Scott Foresman My Sidewalks Orton-Gillingham	2013-2014: After intervention, 34% of the students who participated in an intervention were proficient by the end of the school year. Some interventions did not result in proficiency because of student's special behavioral or academic needs in addition to students with IEPs, however 100% of students demonstrated growth in literacy. 2014-2015: End-of-the-year data is not yet available. At the Winter Screening, 52 students were below benchmark, compared to 94 in the Fall.
Grade 1				
Grade 2				

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions provided *did* or *did not* result in proficiency.
Pre-Kindergarten				
Kindergarten	22 (11%)	No interventions were provided this school year	enVision Math Interventions	2013-2014: After interventions, 16 out of 22 students or 72% receiving interventions were proficient by the end of the school year. The structured program is easy to follow and more engaging for students. 100% of students demonstrated growth in math.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Grade 1				
Grade 2				
Grade 9				
Grade 10				

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement Implemented in 2014-2015

1 Interventions	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
Fountas and Pinnell Leveled Literacy Intervention System	ELA	Yes	STAR Early Literacy Assessments	94% of students who participated in this intervention increased their reading scaled score by at least 75 points on the STAR Assessments.
	Students with Disabilities	NA		NA
	ELL	Yes		100% of students who participated in this intervention increased their reading scaled score by at least 75 points on the STAR Assessments.
	Homeless	Yes		100% of students who participated in this intervention increased their reading scaled score by at least 75 points on the STAR Assessments.
Scott Foresman My Sidewalks	ELA	Yes	STAR Early Literacy Assessments	83% of students who participated in this intervention increased their reading scaled score by at least 75 points on the STAR Assessments.
	Students with Disabilities	Yes		67% of students who participated in this intervention increased their reading scaled score by at least 75 points on the STAR Assessments.
	ELL	Yes		71% of students who participated in this intervention increased their reading scaled score by at least 75 points on the STAR Assessments.
	Homeless	Yes		100% of students who participated in this intervention increased their reading scaled score by at least 75 points on the STAR Assessments.
Orton-Gillingham	ELA	Yes	STAR Early Literacy Assessments	82% of students who participated in this intervention increased their reading scaled score by at least 75 points on the STAR Assessments.

1	2	3	4	5
	Students with Disabilities	Yes		67% of students who participated in this intervention increased their reading scaled score by at least 75 points on the STAR Assessments.
	ELL	NA		NA
	Homeless	Yes		100% of students who participated in this intervention increased their reading scaled score by at least 75 points on the STAR Assessments.
	Mathematics			NA
	Students with Disabilities			NA
	ELL			NA
	Homeless			NA

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Extended Day/Year Interventions Implemented in 2014-2015 to Address Academic Deficiencies

Interventions	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
	ELA			
	Mathematics			
	Students with Disabilities			
	Homeless			
	ELLs			

Evaluation of 2014-2015 Interventions and Strategies

Professional Development **Implemented in 2014-2015**

1 Strategy	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
STAR Assessments	ELA	Yes	STAR progress monitoring reports	36% (89 of the 246 students) received literacy interventions in 2014-2015
	Students with Disabilities	Yes		67% (4 of the 6 students) received literacy interventions in 2014-2015
	ELLs	Yes		45% (15 of the 33 students) received literacy interventions in 2014-2015
	Homeless	Yes		62% (8 of the 13 students) received literacy interventions in 2014-2015
Collaboration/Data Meetings	ELA	Yes	STAR progress monitoring reports	Flexible grouping and interventions groups determined Students' RTI programs began in a timely manner and students were placed based by needs continuously 36% (89 of the 246 students) of Kindergarten students received RTI
	Students with Disabilities	Yes		Flexible grouping and interventions groups determined Students' RTI programs began in a timely manner and students were placed based by needs continuously 67% (4 of the 6 students) of Kindergarten Students with Disabilities received RTI
	ELLs	Yes		Flexible grouping and interventions groups determined Students' RTI programs began in a timely manner and students were placed based by needs continuously 45% (15 of the 33 students) of ELL Kindergarten students received RTI
	Homeless	Yes		Flexible grouping and interventions groups determined Students' RTI programs began in a timely manner and students were placed based by needs continuously 62% (8 of the 13 students) of Homeless Kindergarten students received RTI

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1	2	3	4	5
SGO Training	All Content	N/A	SGO Documents	Results of student performance per SGO 100% of teachers were either effective or highly effective
The Social-Emotional Learning Community	Developmentally appropriate practices/behavioral intervention strategies	Yes	Behavioral referrals STAR progress monitoring reports Math EOY assessments	Fewer behavioral referrals 51referrals from 125 in previous year Increased achievement: 246 Students in Kindergarten: 89% met benchmark in reading 242 listed in enVision: 91% made benchmark on the EOY Test
	Students with Disabilities	Yes		Fewer behavioral referrals 0 Increased achievement:
	Homeless	Yes		Fewer behavioral referrals 1 from 3 previous year Increased achievement: Student growth percentile increased 33% in literacy Student math achievement increased by 82%
	ELLs	Yes		Fewer behavioral referrals 2 from Increased achievement: Student growth percentile increased 72% in literacy Student math achievement increased by 19%

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Family and Community Engagement Implemented in 2014-2015

1 Strategy	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
Literacy Night Title I Breakfast Parent Teacher Conferences Read Across America Parent Guest Readers Science Literacy Night Parent Involvement Homework Packets	ELA	Yes	Sign-in sheets Agendas Signed HW Envelopes Books and Home Reading Assignments	Due to the numerous opportunities for parents to share in the learning experiences of their children, 75% of the students increased reading achievement as measured by STAR Early Literacy assessment. Thirty-three percent of students whose families participated in Literacy Night returned completed activity utilizing reading strategies. All students are provided with read-aloud experiences using appropriate literature within the classroom setting. During the course of the year, all students are given at least five books at no cost to the family to encourage the importance of literacy and reading experiences at home. # of homework packet signatures: 3,941 % of homework completion signatures on reading envelope: 90% of the children in each class returned signatures
Literacy Night Title I Breakfast Parent Teacher Conferences Read Across America Parent Guest Readers Science Literacy Night Parent Involvement Homework Packets	Students with Disabilities	Yes	Sign-in sheets Agendas Signed HW Envelopes Books and Home Reading Assignments	Due to the numerous opportunities for parents to share in the learning experiences of their children, 75% of the Students with Disabilities increased reading achievement as measured by STAR Early Literacy assessment. Thirty-three percent of students whose families participated in Literacy Night returned completed activity utilizing reading strategies. All students are provided with read-aloud experiences using appropriate literature within the classroom setting. During the course of the year, all students

1	2	3	4	5
				are given at least five books at no cost to the family to encourage the importance of literacy and reading experiences at home. # of homework packet signatures: 3,941 % of homework completion signatures on reading envelope: 90% of the children in each class returned signatures
Literacy Night Title I Breakfast Parent Teacher Conferences Read Across America Parent Guest Readers Science Literacy Night Parent Involvement Homework Packets	Homeless	Yes	Sign-in sheets Agenda Signed HW Envelopes Books and Home Reading Assignments	Due to the numerous opportunities for parents to share in the learning experiences of their children, 75% of the Homeless/Migrant students increased reading achievement as measured by STAR Early Literacy assessment. Thirty-three percent of students whose families participated in Literacy Night returned completed activity utilizing reading strategies. All students are provided with read-aloud experiences using appropriate literature within the classroom setting. During the course of the year, all students are given at least five books at no cost to the family to encourage the importance of literacy and reading experiences at home. # of homework packet signatures: 3,941 % of homework completion signatures on reading envelope: 90% of the children in each class returned signatures
Literacy Night Title I Breakfast Parent Teacher Conferences Read Across America	ELLs	Yes	Sign-in sheets Agenda Signed HW Envelopes Books and Home Reading Assignments	Due to the numerous opportunities for parents to share in the learning experiences of their children, 75% of the ELL students increased reading achievement as measured by STAR Early Literacy assessment.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1	2	3	4	5
Parent Guest Readers Science Literacy Night Parent Involvement Homework Packets Parent Programs				Thirty-three percent of students whose families participated in Literacy Night returned completed activity utilizing reading strategies. All students are provided with read-aloud experiences using appropriate literature within the classroom setting. During the course of the year, all students are given at least five books at no cost to the family to encourage the importance of literacy and reading experiences at home. # of homework packet signatures: 3,941 % of homework completion signatures on reading envelope: 90% of the children in each class returned signatures

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

X I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

_____Amy Russo-Farina_____	_____*Amy Russo Farina*_____	___6/1/15_____
Principal's Name	**Principal's Signature**	**Date**

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Needs Assessment Process for 2014-2015 Interventions and Strategies

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	STAR Assessments and NJMC Unit Assessments	246 Students in Kindergarten: 89% met benchmark in reading
Academic Achievement - Mathematics	End of Year Assessments	242 listed in enVision: 91% made benchmark on the EOY Test
Family and Community Engagement	Sign-in Sheets for activities and volunteers: Literacy/Evening Events Special Parent Activities Parent/Teacher Conferences Collaboration Sessions Title Breakfast Attendance Fun Days Attendance IEP Meetings Science Literacy Night SHARP Meetings	Parents are a crucial component of the Early Childhood program. Parent/guardian attendance is tracked with sign-in sheets at parent involvement activities, conferences, monthly classroom activities, parent involvement program signatures and end of year activities. Parent involvement shows children that their parents value and support education. PTO support and involvement also indicates parents' interest in their child's education.

During the 2014-2015 school year, completion signatures on reading envelope 90% of the children in each class returned signatures

40% Families attending family/parent activities

7% Families attending Title Breakfast |
| Professional Development | PLC Summary Reports Danielson Data Reflection/Evaluation forms Title I Needs Assessment Survey | The assessment measures provide the leaders and staff with the ability to identify the school's progress toward effective learning communities, shared leadership, adequate resources, data driven design, research-based knowledge, ongoing evaluation, quality teaching and lesson design, high |

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SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	District/School PD Plans Professional Development Surveys	expectations, collaborative efforts and family involvement. The ScIP Team reviews teacher input and develops the PD Plan for the school. Once submitted to Central Office, a district plan is created. 100% of the teaching staff attended NJ mandatory trainings in the areas of Asthma, Dyslexia, Harassment Intimidation and Bullying, Building Security, Law Enforcement Operations and School Safety and Security and Suicide.
Homeless	STAR Assessments Math End of Year Assessments	12 Homeless Students in Kindergarten: 58% met benchmark in reading 58% met benchmark in mathematics
Students with Disabilities	STAR Assessments Math End of Year Assessments IEP Meetings/Goals	6 Students with Disabilities in Kindergarten: 67% met benchmark in reading 100% met benchmark in mathematics On-going analysis of data and programs in conjunction with goals and objectives identified through IEP meetings, 100% of students with disabilities demonstrated academic growth, meeting 90% of their IEP goals established for the school year.
English Language Learners	STAR Assessments Math End of Year Assessments	33 ELL Students in Kindergarten: 91% met benchmark in reading 100% met benchmark in mathematics
Economically Disadvantaged	STAR Assessments Math End of Year Assessments	180 Students Economically Disadvantaged Students in Kindergarten: 86% met benchmark in reading NOT sure all ED students coded in Genesis are being picked up by STAR. 90% met benchmark in mathematics
School Climate and Culture	Attendance Records Suspension Records HIB Reports Parent Surveys	2014-2015 attendance records indicate 92.9% Attendance Rate. The 2014-2105 Suspension Rate was 0% as there were 0 students suspended throughout the year. This is a reduction from previous years. Survey information is used to identify shared beliefs and priorities and to determine areas of strength and areas in need of change. Schedules,

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	Staff Surveys Schoolwide Assemblies	curriculum, organization of programs, and various practices reflect the school's culture, and helps create an "engaging" and "supportive" school for students, parents, staff, and community. Assemblies and Celebrations are used to recognize and reward positive behavior.
Leadership	Staff and parent surveys Principal's PDP	Survey information provides leaders with insight on the skills and personal attributes that will move the organization toward positive change. Multiple measures are reviewed throughout the school year.
School-Based Youth Services	N/A	

2015-2016 Comprehensive Needs Assessment Process*
Narrative

1. What process did the school use to conduct its needs assessment?

   The Early Childhood Learning Center principal and professional staff, elementary directors, and math coaches lead school improvement efforts by analyzing student data to determine instructional priorities. At the Early Childhood Learning Center, 100% of the teachers participated in a review of literacy and mathematics data during the 2014-2015 school year.

   The data used to conduct an Annual Comprehensive Needs Assessment at the Early Childhood Learning Center includes student performance in Language Arts and Mathematics. Pre and post reading ability is identified using the STAR Assessments. Literacy and math benchmark tests are given and analyzed to determine student instructional needs.

   Student behavior is monitored through the Early Childhood Learning Center Code of Conduct and SHARP Intervention Team. Student incidents are recorded and reviewed at SHARP on a monthly basis.

   A Title I Survey was completed this school year for Title I Parent Involvement.   Parents are surveyed and polled each year to measure parent knowledge of instructional programs, student success rates and parent satisfaction. Attendance is monitored on a daily basis with policies and procedures in place to address absenteeism.

   The school principal made daily visits to classrooms and met periodically with staff to discuss student data both individually and as teams, to look at individual needs of students, trends in the classrooms, and appropriate interventions needed for at-risk students as well as results of current interventions taking place.

2. What process did the school use to collect and compile data for student subgroups?

   Scores from Kindergarten were disaggregated and examined. The data from STAR Assessments, benchmark tests, and work samples are compiled and reported for the total school, general population, and for each subgroup based on ethnicity, gender, economic status English Language Learners and special education. The results are maintained with the classroom teacher, literacy teacher, and principal on a data spreadsheet. Individual student files and teacher class files are utilized in planning programs and instruction. Student assessment information is stored in Genesis and is available for teacher and administrator review. Results are reported to parents via the District Report Card, and used more frequently, to analyze individual student progress during Title I Collaboration Meetings, PLC

meetings, and SHARP /PAC meetings. The ELL teacher, Special Education teachers, and Title I teachers also maintain records on subgroups for achievement comparisons. Math data is gathered through the use of assessments provided through the enVision Math Program. Data is then analyzed and maintained in a database.

3. How does the school ensure that the data used in the needs assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)? [1]

Our methods are research-based, grounded in the Common Core, and consistent across classrooms. We are confident that this information is statistically sound as proven through the longitudinal tracking of students in confirming our methods. The school district has made statistics available through publication on our District website. Principals have access to this information and make it available for staff use. District/school databases are updated annually to assure consistency in individual student records.

4. What did the data analysis reveal regarding classroom instruction?

Student data information revealed those students that are at risk and experiencing a level of difficulty within the classroom in Reading and Mathematics. Instruction should continue to be based on a variety of multi-modal instructional practices. A review of the student data also indicates those students who need instructional interventions. Teachers identified at risk students and referred them to the Student Help and Referral Program. This team meets two times each month and is comprised of: teachers, a social worker, a school nurse, a guidance counselor, child study team members, and the building principal. This team identifies student strengths and weaknesses and offers strategies and interventions to be used in the classroom. This information is maintained on the district database system and the students are reviewed throughout the year.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

Professional development was driven by district initiatives, student need and changes in the Common Core. Teachers along with administrators, the Directors of Elementary Curriculum and the Literacy and Math Coaches, determined student needs, analyzed common assessments, and examined student work. Teachers are able to collaborate on in-service days or with substitute coverage when held on student days. Professional Learning Communities during the 2014-2015 school year focused on data analysis and making

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[1] Definitions taken from Understanding Research Methods" by Mildred Patten
Patten, M. L. (2012). Understanding Research Methods. Glendale, California: Pyrczak Publishing

decisions on appropriate interventions needed for individual students. Ongoing professional development includes state mandated trainings. We will continue to focus our professional development on interventions and programs that best meet the needs of our students.

6. How does the school identify educationally at-risk students in a timely manner?

Results of student progress are on-going throughout the school year. This is accomplished through the utilization of the STAR Assessments, enVision Benchmark assessments, and monthly data review. In addition to these measures, student data is compared to the results on pre and post assessments. Students who failed to meet benchmark proficiency levels are targeted in literacy and math and provided with focused instruction. Teachers identify at risk students to our Response to Intervention / Student Help and Referral Program Team. Our team meets two times each month or more often if needed. It includes teachers, social worker, school nurse, guidance counselor, child study team members, and the building principal. This team identifies student strengths and weaknesses and offers strategies and interventions to be used in the classroom.

7. How does the school provide effective interventions to educationally at-risk students?

Analysis of student progress is on-going throughout the school year to determine the appropriate interventions and the flexible grouping to best meet the needs of the students.

8. How does the school address the needs of migrant students?

Migrant needs are not currently present in our district.

9. How does the school address the needs of homeless students?

Results of student progress are on-going throughout the school year. This is accomplished through the utilization of the STAR Assessments, enVision Benchmark assessments, and monthly data review. In addition to these measures, student data is compared to the results on pre and post assessments. Students who failed to meet benchmark proficiency levels are targeted in literacy and math and provided with focused instruction. Teachers identify at risk students to our Response to Intervention / Student Help and Referral Program Team. Our team meets two times each month or more often if needed. It includes teachers, social worker, school nurse,

guidance counselor, child study team members, and the building principal. This team identifies student strengths and weaknesses and offers strategies and interventions to be used in the classroom.

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

Participation structures are ongoing at the Early Childhood Learning Center through teacher surveys, teacher in-service meetings, ongoing teacher collaboration, Professional Improvement opportunities, and common planning times. Teachers review Waterford data, STAR Assessment data, and enVision Math Benchmark data in order to improve instruction in literacy and math.   Curriculum development opportunities include on-going curricula alignment to the Common Core. Classroom management initiatives include implementation of concepts and strategies into classrooms, with subsequent data analysis on student incentive programs. Teachers who were members of the district RTI committee investigated and selected interventions and universal screenings to be used to determine students who are at risk. New teachers are paired with mentors to address student needs. Many teachers are included in curriculum committees at the district level in both planning and evaluating student work.

11. How does the school help students transition from preschool to kindergarten, elementary to middle school and/or middle to high school?

Preschool students spend time visiting Kindergarten classrooms in the spring. In addition, Preschool and Kindergarten teachers have opportunities to share student information in order to provide a smooth transition. Student scores from the Early Screening Inventory and the Creative Curriculum, Teaching Strategies GOLD are passed on to Kindergarten teachers for review at the beginning of the school year. Kindergarten and Preschool teachers have frequent opportunities at staff meetings to share insight about students and to provide practical, beneficial strategies to implement and aid the transition process for the students. In addition, orientation, walk-throughs, and parent-teacher collaborations occur prior to the start of the school year in Kindergarten. Teaching Strategies GOLD was piloted in four Kindergarten classrooms during 2014-2015 and will be implemented in all Kindergarten classes in 2015-2016.

To ease the transition of students from the ECLC to the grade 1-2 buildings, ongoing Kindergarten/First Grade collaborations are held during which Kindergarten teachers partner with and visit parallel Grade 1 classrooms. Curriculum and instructional practices and expectations are shared and discussed.

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?

The data used to conduct an Annual Comprehensive Needs Assessment at the Early Childhood Learning Center includes student performance in Language Arts and Math. Pre and post reading ability from the STAR Assessments and enVision Math Benchmark data yielded the needs. Attendance is monitored on a daily basis with policies and procedures in place to address absenteeism. Discipline is monitored through the ECLC Code of Conduct and SHARP Intervention Team. Student incidents are recorded and reviewed on a weekly basis. The Code of Conduct Core Team meets annually with the staff to assess the success of the program. Survey information collected from parents and staff is also analyzed regarding the climate of the school. This information provided the basis for the selection of priority problems indicated in this plan.

*Provide a separate response for each question.

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Language Arts	Mathematics
Describe the priority problem using at least two data sources	STAR Assessments and Benchmark Testing reveal that 41% of Kindergarten students started the 2014-2015 school year below benchmark.	Envision Math Topic Tests, Benchmark Assessments and Beginning of the Year and End of the Year Benchmark Assessments indicated that 86% pof Kindergarten students started the 2014-2015 school year below benchmark.
Describe the root causes of the problem	Students are beginning school without prerequisite literacy skills, due to lack of parent stability and value of reading in the home, which causes teachers to have to intervene with programs that are well below grade level.	With the change in the standards, students lack the pre-requisite skills and life experience creating gaps in their understanding of the grade level standards. This requires teachers to fill the gaps with interventions and pre-teaching prior to exposing students to grade level skills.
Subgroups or populations addressed	All Students, Students with Disabilities, Economically Disadvantaged, ELL	All Students, Students with Disabilities, Economically Disadvantaged, ELL
Related content area missed (i.e., ELA, Mathematics)		
Name of scientifically research based intervention to address priority problems	Orton-Gillingham Fountas and Pinnell Leveled Literacy Intervention My Sidewalks	enVision Math Diagnostic and Intervention System
How does the intervention align with the Common Core State Standards?	All programs are research based and align with the Common Core State Standards	All programs are research based and align with the Common Core State Standards.

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Family & Community Engagement	
Describe the priority problem using at least two data sources	Review of Community and Parent Involvement sign in sheets show that 40% of parents attended the 2014-2015 Parent/Teacher activities, and Sign in Sheets from the Beginning of the Year Title I Breakfast indicate that 7% of families attended	
Describe the root causes of the problem	Research indicates that students whose parents regularly attended school-based parent workshops make greater gains in reading and math than students with less-involved parents.	
Subgroups or populations addressed	All Students, Students with Disabilities, Economically Disadvantaged, ELL	
Related content area missed (i.e., ELA, Mathematics)		
Name of scientifically research based intervention to address priority problems	The six categories, based on the National PTA's National Standards for Family-School Partnerships and Joyce L. Epstein's Framework of Six Types of (Parent) Involvement.	
How does the intervention align with the Common Core State Standards?	BEST PRACTICES BY CATEGORY 1. Create a welcoming school climate. 2. Provide families information related to child development and creating supportive learning environments. 3. Establish effective school-to-home and home-to-school communication	

	4. Strengthen families' knowledge and skills to support and extend their children's learning at home and in the community. 5. Engage families in school planning, leadership and meaningful volunteer opportunities. 6. Connect students and families to community resources that strengthen and support students' learning and well-being.	

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies . . . "

2015-2016 Interventions to Address Student Achievement

				ESEA §1114(b)(I)(B) strengthen the core academic program in the school;	
Name of Intervention	**Content Area Focus**	**Target Population(s)**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (from IES Practice Guide or What Works Clearinghouse)
Orton-Gillingham	ELA	General Population, Special Education, ELL, Economically Disadvantaged, Homeless	Title I Teacher, Special Education Teacher, ESL Teacher, Building Administrator, Director of ELA, Title I Coordinator	Improved STAR Assessments	Orton-Gillingham is an instructional approach intended primarily for use with persons who have difficulty with reading, spelling, and writing of the sort associated with dyslexia. It is most properly understood and practiced as an approach, not a method, program, system or technique. In the hands of a well-trained and experienced instructor, it is a powerful tool of exceptional breadth, depth, and flexibility. The essential curricular content and instructional practices that characterize the Orton-Gillingham Approach are derived from two sources: first from a body of time-tested knowledge and practice that has been validated over the past 70 years, and second from scientific evidence about how persons learn to read and write; why a significant number have difficulty in doing so; how having dyslexia makes achieving literacy skills more difficult; and which

				ESEA §1114(b)(I)(B) strengthen the core academic program in the school;	
Name of Intervention	**Content Area Focus**	**Target Population(s)**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (from IES Practice Guide or What Works Clearinghouse)
					instructional practices are best suited for teaching such persons to read and write.
Fountas and Pinnell Leveled Literacy Intervention	ELA	All Students	Classroom Teachers, Title I Teachers, Paraprofessionals, Building Administrator, Director of ELA, Title I Coordinator	Improved STAR Assessments and NJMC Unit Assessments	Texts are matched to children's reading ability so that the children read every day at their instructional level with teacher support as well as at their independent level with little or no support. The lessons provide systematic instruction in phonics and phonemic awareness. LLI lessons provide daily opportunities to increase fluency through oral rereading of texts and explicit instruction on comprehension skills. LLI lessons are designed to expand vocabulary and develop oral language as well as developing a core of high frequency words. Students also receive opportunity for writing in order to practice skills taught.
Scott Foresman My Sidewalks	ELA	General Population, Special Education, ELL, Economically Disadvantaged, Homeless	Title I Teachers, Special Education Teachers, ESL Teacher, Building Administrator, Director of ELA, Title I Coordinator	Improved STAR Assessments and Sidewalks Pre/Post tests	Teaching Elementary School Students to Be Effective Writers June 2012 NCEE 2012-4058 U.S. DEPARTMENT OF EDUCATION
EnVision Math	Math	K students	Classroom	Improvement on the end of year	enVision Math Common Core

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) *strengthen the core academic program in the school*;					
Name of Intervention	**Content Area Focus**	**Target Population(s)**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (from IES Practice Guide or What Works Clearinghouse)
Intervention System		Homeless ELLs Students with Disabilities	Teachers; Special Education Teachers; ESL Teacher; Building Administrator; Math Coaches; Math Director	Mathematics benchmark assessment in Kindergarten	organizes content using exactly the same structure as the standards for mathematical content. Topics are organized by domain and all topics for each domain are grouped together. The focus and coherence provided by this structure allows envision Math Common Core to cultivate both the procedure and the understanding called for in the Common Core State standards. According to the What Works Clearinghouse… "EnVision Math was found to have potentially positive effects on mathematics achievement."

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
*ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;*				
Summer Reading Program	ELA	ELA Homeless ELLs Students with Disabilities	Classroom Teachers, Special Education Teachers, ESL Teacher, Title I Teachers, Building Administrator, Director of ELA, Title I Coordinator	Improved STAR Assessments Participation in Summer Reading Activities	Researchers from John Hopkins University used data from the Baltimore Beginning School Study to examine the long-term educational consequences of summer learning differences by family socio-economic level. The study concluded that the achievement gap between high-low socioeconomic statuses is mainly traced to differential summer learning over the elementary school years. Researchers found that the amount of reading done outside of school was consistently related to gains in reading achievement.
	Mathematics				
		Homeless Migrant			
		ELLs			
		Students with Disabilities			

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Collaboration Meetings	ELA Math	All Staff	All Staff	Benchmark Assessments	Research shows that collaboration between teachers can be a powerful tool for professional development and a driver for school improvement by providing "opportunities for adults across a school system to learn and think together about how to improve their practice in ways that lead to improved student achievement" (Annenberg Institute for School Reform, 2004, p. 2).
Charlotte Danielson Model/Framework: Domain 4	All Areas	All Staff	All Staff	Evaluation	The Framework for Teaching is a research-based set of components of instruction, grounded in a constructivist view of learning and teaching. The Framework may be used as the foundation of a school or district's mentoring, coaching, professional development, and teacher evaluation process, thus linking all those activities together and helping teachers become more thoughtful practitioners.
Teaching Strategies GOLD	All Areas	All Staff	All Areas	Evaluation	*Teaching Strategies GOLD*® is an authentic, observational assessment system for children from birth through kindergarten. It will help you get to know children well: what

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
					they know and can do, and their strengths, needs, and interests. With this information, you can scaffold children's learning as you offer engaging experiences that help children build on their strengths and interests. *Teaching Strategies GOLD*® blends ongoing, authentic, observational assessment across all areas of development and learning with intentional, focused, performance-assessment tasks for selected literacy and numeracy objectives. You collect evidence of children's knowledge, skills, and behaviors during meaningful everyday experiences in your program setting. The system is inclusive of children with disabilities, children who are developing typically, and children who demonstrate competencies beyond typical developmental expectations. It also supports the assessment of children who are English- and dual-language learners. .

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
		Homeless Migrant			
		ELL			
		Students with Disabilities			

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*
(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2014-2015? Will the review be conducted internally (by school staff), or externally?

2. What barriers or challenges does the school anticipate during the implementation process?

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?

5. What measurement tool(s) will the school use to gauge the perceptions of the community?

6. How will the school structure interventions?

7. How frequently will students receive instructional interventions?

8. What resources/ technologies will the school use to support the schoolwide program?

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Title I Parent Breakfast; Family Literacy Nights; Parent Workshops; Parent Visitations; Celebrations; Parent Teacher Conferences; August / September Back to School Meet the Teacher conferences; School Webpage **Epstein's Six Types of Parent Involvement** **PARENTING**: Help all families establish home environments to support children as students. Parent education and other courses or training for parents	ELA	General Population, Special Education, ELL, Economically Disadvantaged, Homeless.	Classroom Teachers; Title I Teachers, Special Education Teachers, ESL Teacher; Building Administrator, Directors of Mathematics; Math Coach; Director of NCLB; Parent and Community Partners	With the parent survey now being completed online, every available opportunity will be used to ensure a 15% increase in the number of parents completing the survey during the current school year	**WHAT RESEARCH SAYS ABOUT PARENT INVOLVEMENT IN CHILDREN'S EDUCATION** **In Relation to Academic Achievement** Joyce Epstein of Johns Hopkins University has developed a framework for defining six different types of parent involvement. This framework assists educators in developing school and family partnership programs. "There are many reasons for developing school, family, and community partnerships," she writes. "The main reason to create such partnerships is to help all youngsters succeed in school and in later life." Epstein's framework defines the six types of involvement and lists sample practices or activities to describe the involvement more

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
(e.g., family literacy). Family support programs to assist families with health, nutrition, and other services. Home visits at transition points to pre-school, elementary, middle, and high school.					fully. Her work also describes the challenges inherent in fostering each type of parent involvement as well as the expected results of implementing them for students, parents, and teachers.
	Mathematics				
		Homeless Migrant			
		ELL			
		Students with Disabilities			

*Use an asterisk to denote new programs.

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

    Parents and the school will work toward a common goal and shared responsibilities in order for each child to do well in school. Increased parental involvement means increased student achievement especially in the priority problem areas of Reading, Writing and Mathematics. We will address the priority problem of literacy through various programs such as: Family Activity Nights, Read Across America, Title I Breakfast, Kindergarten is Special, Guest Readers, and Parent Involvement Program.

2. How will the school engage parents in the development of the written parent involvement policy?

    The input of parents/volunteers is solicited on a regular basis, as it helps to ensure that all stakeholders are represented in the education of children. For example, during the annual beginning of the year Title I Parent Meeting, topics such as the parent survey and evaluation of results, are discussed. At this time the school calendar is distributed which includes dates and times for parent activities and the focus for these activities. As part of this annual event, background information is shared that explains why and how the parent policy is developed and what this collaborative process means to the academic development of their children. Parents have the opportunity to volunteer to join this committee as we prepare for the upcoming school year as their input is valued and needed to fully engage the meaningfulness of this document.

3. How will the school distribute its written parent involvement policy?

    Because most kindergarten level parents attend the beginning of the year information meeting, the purpose of the Parent Involvement Policy, how it was designed, and the major role they play in the success of their child's academic development is distributed and discussed at this time. For those few parents that are unable to attend the information meeting, the policy is reviewed and distributed during parent conferences to ensure that 100% of all kindergarten parents/guardians receive their parent involvement policies. The Early Childhood Learning Center Parent Involvement Policy may also be found on the school website and in the student handbook.

4. How will the school engage parents in the development of the school-parent compact?

    The school-parent compact will be a result of the end-of-the-year survey given to parents. At the Annual Title I Parent meeting held at the beginning of each school year, development and purpose of the parent compact is reviewed with opportunities for parent input. Those parents who have been involved in the past at the designing stage are asked to address the value in this document and what it means for their child. Parent Compact committee parents then ask for other parents to join this committee as they plan to move forward during the school year with

expectations for the future. Having parents who have been involved in the development of the compact explain the purpose of such a document has significantly reduced the number of non-compliant parents.

5. How will the school ensure that parents receive and review the school-parent compact?

   Initially parent compacts will be distributed to all parents in the "first day" packet. Each student's compact will be checked in when returned. Compacts will be categorized by student alphabetically and by teacher. Families that do not return a compact will be contacted directly by telephone or letter.

6. How will the school report its student achievement data to families and the community?

   Assessment and other statistical data will be collected and presented to parents at the Title I Literacy and Math Breakfast. In addition, information will be presented to the Board of Education and Public at Board Meetings which will be held twice monthly. Statistical information will also be found on the district webpage.

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives

   (AMAO) for Title III?

   Parents will be notified through a district mailing.

8. How will the school inform families and the community of the school's disaggregated assessment results?

   Families will be informed at School Board meetings and during conferences. The school's assessment data is accessible on the district webpage and the NJ Department of Education website.

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?

   The Early Childhood Learning Center PTO Leadership Team will act as the liaison to parents and families. Information obtained through the Parent Survey will be used in developing the Unified Plan as well as through building level parent and teacher focus groups.

   Our families will be involved in the development of the plan at the Title I Breakfast and with a parent representative on the committee.

10. How will the school inform families about the academic achievement of their child/children?

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Parents will receive individual student assessment results such as STAR Early Learning Assessments and Math Benchmark Test. Results and explanations of the results will be delivered via progress reports, parent conferences, through the mail, or via the Student Help And Referral Process (SHARP).

11. On what specific strategies will the school use its 2015-2016 parent involvement funds?

Parent Involvement funds will be used to conduct the Title 1 Breakfast, Parent Workshops, supporting learning over the summer with books and calendar activities, family literacy nights, and classroom activities. Funds will again be used for educational programs that meet the needs of our students and to establish a positive culture for learning.

*Provide a separate response for each question.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	100%	Competitive salaries and benefits; Continuous Professional Development activities; Paid continuing education credits; Include teachers in PD activities regarding assessments in an effort to improve academic achievement for individual students and the overall instructional program for the entire school.
Teachers who do not meet the qualifications for HQT, consistent with Title II-A		
Paraprofessionals who meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)	100%	Paraprofessionals must have required 48 college credits; Competitive salaries and benefits; Continuous Professional Development activities. Include paraprofessionals in PD activities regarding assessments in an effort to improve academic achievement for individual students and the overall instructional program for the entire school.
Paraprofessionals providing instructional assistance who do not meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)*		

* The district must assign these paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
Competitive salaries and benefits; Continuous Professional Development activities; Paid continuing education credits; Include teachers in PD activities regarding assessments in an effort to improve academic achievement for individual students and the overall instructional program for the entire school.	*Building Administrator; District Administrators, Board of Education; Education Association; Parents and Community.*